

Central Bedfordshire  
Council  
Priory House  
Monks Walk  
Chicksands,  
Shefford SG17 5TQ



**please ask for** Helen Bell  
**direct line** 0300 300 4040  
**date** 8 June 2011

## NOTICE OF MEETING

### STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Date & Time

**Thursday, 16 June 2011 at 1.00 p.m.**

Venue at

**Room 15, Priory House, Chicksands, Shefford**

Richard Carr  
**Chief Executive**

To: The Chairman and Members of the STANDING ADVISORY COUNCIL FOR  
RELIGIOUS EDUCATION (SACRE):

<b>Group A</b>	Roman Catholic Church (2)	Sister Aidan Richards Mary O'Sullivan
	Free Church (3)	Marion Roberts
	Muslim (1)	Mohsin Malik
	Hindu (1)	
	Sikh (1)	Tirath Bhavra
	Jewish (1)	Nina Leigh
	Buddhist (1)	Ven. Akurala Samitha
<b>Group B</b>	Church of England (3)	Jane Chipperton Rev. Anne Crawford Tom Waterworth
<b>Group C</b>	Head Teacher	Chris Spurgeon, St Marys Lower Clophill School

Secondary RE Specialist	Kathleen Eldridge, Redborne Upper School
Middle School Rep	Jacquie Binks, Etonbury Middle School
Primary School Rep	Linda Hardy, Toddington St Georges Lower School
Special School Rep	Janet Day, Weatherfield Special School

**Group D** Mrs A Barker, C C Gomm, Mrs D B Gurney, D Jones and D J Lawrence

[Named Substitutes:

CLlrs: Mrs S A Goodchild, J G Jamieson and M A G Versallion]

Officers:	Steve Morrow	- School Improvement Adviser, CBC
	Martha Clampitt	- Committee Services, CBC
	Celina Jagusz	- Committee Services, CBC

## AGENDA

1. **Apologies and Welcome to Visitors**
2. **Minutes of the Last Meeting and Issues Arising**  
(Attached)
3. **Appointment of Chairman**  
To appoint a Chairman until the first meeting of the Municipal Year 2012/13.
4. **Appointment of a Vice Chairman**  
To appoint a Vice Chairman until the first meeting of the Municipal Year 2012/13.
5. **Suggested Amendment to Constitution**
6. **Agreement of SACRE Development Plan**
7. **OFSTED Report Outcomes Spring Term 2011 and RE Updates**
8. **Report from NASACRE AGM**
9. **Bedfordshire RE Society Report**
10. **OFSTED Review and SMSC**
11. **Celebrating RE Legacy**
12. **EBAC and Letter to Schools**
13. **Correspondence received since last meeting**
14. **AOB**
15. **Date and venue of next meetings (Autumn Term 2011 and Spring Term 2012)**  
To agree a date for the next meeting

This page is intentionally left blank



# CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** held at Room 15, Priory House, Chicksands, Shefford on Tuesday, 1 February 2011.

## PRESENT

Jane Chipperton (Chairman)

<b>Group A:</b>	Sister Aiden Richards Mary Sullivan Mohsin Malik Ven Akurala Samitha Tirath Bhavra	Roman Catholic Church Representative Roman Catholic Church Representative Muslim Representative Buddhist Representative Sikh Representative
-----------------	--	---

<b>Group B:</b>	Tom Waterworth	Church of England Representative
-----------------	----------------	----------------------------------

<b>Group C:</b>	Kathleen Eldridge  Jacquie Binks  Linda Hardy  Janet Day	Secondary RE Specialist, Redborne Upper School Middle Schools Rep, Etonbury Middle School Primary School Rep, Toddington St Georges Lower School Special School Rep, Weatherfield Special School
-----------------	--	---

<b>Group D:</b>	Cllrs:	Mrs A Barker, D Jones and D J Lawrence
-----------------	--------	--

Apologies for Absence:	<b>Group A</b> <b>Group B</b> <b>Group C</b> <b>Group D</b>	Marion Robers, Nina Leigh Rev Anne Crawford Chris Spurgeon Cllrs Mrs C F Chapman MBE and J Street
------------------------	--	--

Officers in Attendance:	Mrs M Clampitt Mrs C Jagusz	– Committee Services Officer – Committee Services Officer – School Improvement Advisor
-------------------------	--------------------------------	--

## SACRE/10/8 **Minutes of the Last Meeting**

### RESOLVED

that the minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 22 September 2010 be confirmed as a correct record and signed by the Chairman.

The Chairman clarified some points with regards to the minutes as set out below.

- (i) Continual Professional Development (CPD) – the local authority (LA) commissioned Redbourne School to run the event. Teresa Fry would be contacted and asked for future dates.
- (ii) The Humanist will be written to and invited to attend the autumn meeting.
- (iii) Clare Harding will be invited to attend the autumn meeting.

#### **SACRE/10/9 SACRE Annual Report**

The School Improvement Adviser to SACRE provided the Committee with an update on the Annual Report. The majority of information had been received for the annual report. The Teachers group would be approached to provide information on the agreed new syllabus. The main purpose of the annual report was to promote the work of the SACRE.

The Group discussed how the annual report should be produced and circulated. Previously the report had been a glossy document which had cost approximately £800 to produce. The Group agreed that the document did not have to be produced in a glossy format. It was suggested that the report be prepared in both greyscale and a colour version for the web. Both Bedford Borough Council and Central Bedfordshire Council were being contacted to arrange for a SACRE page on the website.

It was agreed that the report would be sent as a PDF document and a weblink to all schools and governors.

#### **SACRE/10/10 HMD Feedback**

The Holocaust Memorial Day service was held at Biddenham school. The 6<sup>th</sup> form facilitated the student groups. The exhibition was sponsored by Bedford Borough Council, Central Bedfordshire SACRE and St Albans Diocese. The event was reported in the Times & Citizen and by Three Counties Radio in Melting Pot. It was noted that other schools had difficulty getting to the exhibition.

The exhibition was well planned and thought out. It was noted that the children from the Muslim faith embraced the whole experience.

The difficulty was to keep the exhibition fresh each year. It was hoped that the exhibition would be jointly funded in the future and directed to a larger audience. The Chairman asked for volunteers to take over the preparation for this event as she would not have sufficient time available.

## SACRE/10/11 OFSTED Report Outcomes

The Local Authority Adviser informed the Group that 16 schools had been reviewed with 12 of the schools reports having been published. The results were the following:-

Overall:-	3 Outstanding	All Lowers
	4 Good	3 Lowers, 1 Special
	5 Satisfactory	2 Lowers, 3 Middles
SMSC:-	2 Outstanding	All Lowers
	9 Good	3 Middles, 5 Lowers and 1 Special
	1 Satisfactory	1 Lower

There were no key issues relating to SMSC.

The Group agreed to invite the head teachers from the outstanding schools to attend a future SACRE meeting to explain how they receive outstanding OFSTED ratings.

Schools provided information for self evaluation and briefing pre inspection. The difficulty has been that OFSTED is rating personal development but looking for SMSC. Complaints had gone up nationally by 70% on OFSTED judgements.

## SACRE/10/12 Celebrating RE Month

The Chairman informed the Group that the Eastern Region had submitted a bid for joint funding for over 25 teachers to meet in Ely and Cambridge to discuss ideas for Celebrating RE Month. The meetings had teachers from all phases with great ideas but difficult to draw in Teachers from other schools.

The Celebrating RE website had a feature on the Eastern Region in the February newsletter. The Group were informed that Schools could enter a competition to design an image for the new Agreed Syllabus as part of Celebrating RE Month for the month of March. Schools can use the Spirited Arts website for ideas as there were 30,000 entries per year to this website. Biddenham School had prepared a talking heads collage, Luton had prepared a conference on Islam.

An email was attached to the agenda from Pricilla Barlow, Consultant for the East of England Faiths Council (EEFC) had written offering assistance with the preparations for the celebrating RE month.

Bedford Council of Faiths was holding a Faith Fest between the 8 – 11 March. The Faith Fest would be open to schools across Bedford and Central Bedfordshire Primary Schools and would be held at Bedford Modern School above the swimming pool, which had been donated for the occasion. The Diocese has donated a secretary. The nine faiths invited to provide information and work with pupils and activities.

The Group were informed of other events to be held during March as follows:-

National events – Westminster launch at the House of Commons at the beginning of March.

NASACRE event would be a 1 day conference in March. The subject would be “Whose RE is it anyway?”

Gifted and talented days in Central Bedfordshire and St Albans Cathedral

The Local Authority Adviser agreed to contact the Central Bedfordshire Arts Officer to ascertain if Celebrating RE artwork could be displayed in the art corner of the restaurant at Priory House.

#### **SACRE/10/13 NASACRE Correspondence**

The Chairman met with the Chair of the NASACRE at the Victoria and Albert Museum in December and discussed the concerns re SACRE following the proposed LA cuts and how the SACREs were affected nationally. Local Authority Support for SACREs was circulated with the agenda. NASACRE had looked at the law which specified what was expected of a SACRE and what support should be provided. The information was provided for noting. The Chairman confirmed that there had not been a dedicated RE adviser for 12 years in the LA and SACRE needed to consider how they could support the work of the SACRE.

It was noted that a questionnaire was being sent to all LAs asking how many advisers were being lost.

#### **SACRE/10/14 Correspondence**

The Group discussed the White Paper for Education which was issued on 21/10/10 and the future delivery of RE. It was agreed that it was a legal requirement to teach RE but because it was not specifically mentioned within the EBacc (English Baccalaureate), some schools had begun to remove it from the curriculum.

The Group agreed that the SACRE would write to the Director of Children's Services, schools and Central Government asking them to remind schools that RE is still required even if not mentioned in the EBacc (English Baccalaureate). In addition, the Schools Forum to be lobbied for continuation of RE on the curriculum.

**SACRE/10/15 Date and Venue of next meeting**

The next meeting would be held on 16 June 2011.

(Note: The meeting commenced at 2.00 p.m. and concluded at 3.20)

Chairman .....

Date .....

This page is intentionally left blank

## Central Bedfordshire SACRE Development Plan April 2011 – March 2012

**Aims :-** To ensure that high quality RE and Collective Worship opportunities are delivered in Central Bedfordshire schools  
 To use the expertise of SACRE Council Members to support the Agreed Syllabus and accompanying scheme of work  
 To signpost school RE Subject Leaders to publications and personnel to enhance the RE curriculum within schools

Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Resource implications
To work collaboratively with Bedford Borough and Luton LAs to embed the revised Agreed Syllabus by providing joint training opportunities for RE teachers and subject leaders across the phases	September 2011 – March 2012	<ul style="list-style-type: none"> <li>• Collaboration increases and builds capacity for RE work in schools between the three LAs – BB, CB and Luton</li> <li>• Central Bedfordshire RE teachers have access to high quality support for delivering the revised Agreed Syllabus to a high standard</li> </ul>	£4000
<p>To sample current provision of collective worship and RE across the three phase system</p> <p>To consult with those schools as to whether further support is required for SMSC to meet the new OFSTED inspection requirements</p>	September 2011 – March 2012	<ul style="list-style-type: none"> <li>• SACRE will be more knowledgeable about current provision in schools and will be in a position to make decisions about future training sessions offered to school leaders and RE teachers.</li> </ul>	None
<p>To ensure that SACRE meetings are organised efficiently on a termly basis and that the following costs are covered :-</p> <ul style="list-style-type: none"> <li>✓ Teacher supply costs for attending meetings / consultant time</li> <li>✓ Correspondence expenses</li> <li>✓ Subscriptions</li> <li>✓ Venue / refreshment costs</li> </ul>	April 2011 – March 2012	<ul style="list-style-type: none"> <li>• Best value for money will be secured through careful budgeting and administration support</li> <li>• The SACRE Council will be effective in fulfilling its statutory duties</li> </ul>	£4000
To arrange for an Annual SACRE report to be sent out to interested parties, including all Central Bedfordshire schools	Autumn term 2011	<ul style="list-style-type: none"> <li>• SACRE will have fulfilled its statutory duty to publish an account of its work</li> <li>• Schools in Central Bedfordshire will be well informed about the work of SACRE</li> </ul>	£500

**Central Bedfordshire  
SACRE Development Plan April 2011 – March 2012**

To ensure a representative attends the NASACRE AGM	Spring term 2012	<ul style="list-style-type: none"> <li>Council Members, through good quality feedback from representatives, will understand the national agendas and be made aware of good practice emerging from other SACREs across the country</li> </ul>	£100
To monitor standards in Personal Development and Well Being and Spiritual, Moral, Social and Spiritual Development (SMSC) in Central Bedfordshire schools through information gleaned from Ofsted reports and RE Subject inspections	Throughout the year	<ul style="list-style-type: none"> <li>SACRE members will have a more informed understanding of the quality of work in the identified areas currently in place within the inspected schools</li> </ul>	None
To support guidance and networking opportunities for RE subject leaders in specific phases through termly twilight support meetings	Termly	<ul style="list-style-type: none"> <li>RE Subject Leaders will benefit from networking opportunities to share ideas and practice</li> <li>Subject specialists involvement will raise awareness of what good practice in RE teaching looks like</li> </ul>	£500
To support the 2012 Holocaust Memorial Day (HMD) Event	January 2012	<ul style="list-style-type: none"> <li>Students in schools will be given the opportunity to show their work connected to this theme</li> <li>The lessons of holocaust experiences will be a valuable one for both students and other adults</li> </ul>	£500
To provide opportunities for SACRE Council Members to visit schools in Central Bedfordshire to observe RE lessons	Ongoing	<ul style="list-style-type: none"> <li>SACRE Council members will be better informed as to how RE is being taught in Central Bedfordshire schools</li> </ul>	£500



**National Association of SACREs  
Annual General Meeting 2011**

Keynote Address:

Dr Robert Beckford was introduced by Julie Grove.

Dr Robert Beckford is an educator, author and award-winning broadcaster. An educator for most of his life, he first taught adult literacy at Bournville College in Birmingham in the early 1990s and progressed to become the first ever tutor in Black Theology at Queens College, Birmingham (1992-8) where he taught trainee priests and ministers for the Anglican and Methodist churches.

He began teaching at the University of Birmingham in 1999, working first as a Research Fellow with black offenders at Birmingham Prison and then moving to the faculty as the first Lecturer in Black Theology in 2001. He spent two years as the Reader in Black Theology and Popular Culture at Oxford Brookes University. He is currently a Visiting Fellow at Warwick University.

The title of his address was: Engaging young people in the big society. He spoke about various interpretations of 'Big Society' and how young people haven't really heard about it. When asked, a national survey said that young people want to get involved in society decisions and 54% thought they could influence local decisions. 3/10 thought they could not influence national decisions. Robert emphasised that social justice should be the main goal of the 'Big Society'. Co-production should be the standard way of getting things done.

The presentation will be on the NASACRE website soon

<http://www.nasacre.org.uk/>

NASACRE Finance:

There are potentially serious questions about the future activity of NASACRE. It may not be possible to continue to have such high profile AGMs for example. There is some apprehension about the future linked with challenges for SACREs in the future. The report for past year is a positive one but the future is uncertain.

RE Celebration:

Sharon Artley, stepping in at the last moment, gave a report in the absence of Denise Chaplin. Sharon spoke about Denise's leadership. So much had been achieved on a shoestring budget and things were successful due to people's commitments. Partnerships were a significant feature which allowed RE to have a real focus within local communities – a great positive. There were a great many events and a huge variety from small local events to big national events. It raised the profile of RE with councillors, parents and many others. What is the legacy of the month? Many people have sent in information and photos about their events. SA is compiling a graphic novel of events which includes evaluation of them. The website will be revamped so eg the competitions will remain available to provide ideas. The statements made by key people about RE is a downloadable resource. There will be a 4 page article in RE Today in September. The one negative is that some people's description of the legacy of what they did does not indicate a

good understanding of good quality RE. It lacks evaluation of impact. This challenges SACREs to future work and training.

### **Westhill Grant**

Tristram Jenkins introduced young people and Youth SACRE members from Newham and said how impressed he had been with the way they worked with challenging issues and the relations between the generations illustrated in their work

The adviser who supports the Youth SACRE said it had been important to devise a logo.

The young people talked about their SACRE and their interest and commitment to it using a PPT to support them but they were not dependent upon it.

Their project involved working with an artist and local faith leaders to develop ways of expressing their identities. Their presentation showed pictures of the sculptures they made. They talked about identity boxes they had made and explained the symbolism of them.

A teacher for one of the schools (St Angela's Ursuline Convent School) talked about the value of pupils belonging to the Youth SACRE. It made them part of a different group, outside the school. They mixed with a greater diversity of people. Approximately 12 people attend from the school and meetings start with lunch which enables students from different schools to mingle and learn from one another.

The boxes will go into their respective schools with plaques. They will also feature at the Youth on Religion show case where a report from Middlesex University will be launched nationally. The students thanked NASACRE for the funding which had supported this project

### **John Keast spoke about the state of the RE nation**

JK started by thanking Brian Gates as the outgoing chair of the REC acknowledging the debt of gratitude owed to him for his work.

He went on to say that about 17 years ago he used to do Ofsted inspections. He talked about being part of a team inspecting a school where there were two RE teachers in the dept. One was brilliant but the other was diabolical and knew it. The difficulty was in the decision on how to grade the department. Should it be a compromise satisfactory which was not true of either of the teachers. This, he said, is the problem of trying to give a general picture of a complex issue. The state of the RE nation varies from place to place. To characterise it as satisfactory because it is good in some places and not in others is not helpful. It is however better than it was 15 years ago. We have made enormous progress as a subject and we know the evidence of this. Whether things are better than two years ago is more difficult to say. Most of you will have read the Ofsted report of two years ago and the one before that so you know the Ofsted characterisations of the RE nation ie a mixed state. Where we are going is not easy to determine. He thought it was about 1992 that St Gabriels held a conference when the then Archbishop of York (John Hapgood) gave the keynote address saying if we could solve the problems of RE we should have solved the problems of religion. JK admitted to still

thinking about that after all this time because he suggested there is some truth in it. The health of RE is, he thinks, tied up with perceptions of religion in society. If you look at ups and downs in RE you are probably looking at ups and down in the way religion is looked at by individuals, society and the media. The profile of religion has risen in recent years. He can remember when the Sunday Times colour supplement was first introduced – one of them in that decade gave its whole issue to what life would be like in the distant year of 2000. Some of the predictions included for example: people would not play cricket anymore; second was that the apartheid regime would end in a blood bath in S Africa; third was that religion would disappear. All wrong. The profile of religion has increased not decreased and our understanding of religions and world views has not gone away and nor has RE which has also got a raised profile.

He chose to pick out one element of this idea – by its very nature matters of religion and belief are contestable. Most of the interesting things of life are contestable. Therefore when we look at the state of the RE nation we need to conclude that it will never be utterly clear or non-contestable. Opinions come and go, different ideas predominating at different times. This is probably true of other subjects also. There is always room for improvement.

Despite all this, he said he thinks the state of the RE nation is critical at the moment. He summarised this by saying the context is particularly difficult at present and most delegates are aware of this with LA funding cuts, restructuring and colleagues losing their jobs. The legal position of the subject is also critical at the moment. There is no plan to change the statutory nature of the subject but by default this did happen last year in relation to its place in academies and the situation was only rescued through the funding agreement.

We are in uncharted territory with the dismantling of the National Curriculum as we know it – we don't know what this will mean. There is also the issue of qualifications particularly in relation to one measure of success being the enormous growth in qualifications. The threat to RE though its omission from EBacc is particularly important.

We haven't just been sitting around though. In the last few months we have shown how effective we can be when we work together to make a case. We have not fully realised the effectiveness of our case but we have worked well together. He thanked all those who have contributed to bringing pressure to bear on authorities on these issues eg signatures on EDM, petition etc. For him personally there are 3 priorities:

- Resolution of the EBacc situation
- Get involved in one way or another with the review of the curriculum because without it doubt is cast on the place of RE
- Clarify place/role of SACREs in relation to the new climate eg academies, free schools etc.

JK went on to say if this is a true picture it presents us with a series of opportunities. There are things we can draw from this:

He asked the question – where does authority lie in relation to RE? Who are the guarantors of standards in RE? At one time he might have said in the coalition of people involved in it. Now he would say it lies within the RE community. This might imply a greater coherence than is the case BUT he uses 'community' to apply to a loose combination of groups that have interest in RE at their heart. This is a

community that has both national and local importance/elements – not exclusively one or the other. What does local mean in the current context? The understanding is changing. Not only does it mean LAs but could mean individual schools as they become detached from LAs. We see another coming together in the community ie community representatives on SACREs with elected members, ‘professionals’ (the practitioners of RE); the representatives of faith communities who represent a coalition within SACREs. (One of the ways this could be improved might be closer links between school and higher education professionals). JK presents this as an opportunity ie the authority lies within the community. We need therefore to define the community – how do the different constituents relate to one another? Another Q is how do different parts of the community work together and separately – which things are done best together and which separately? Then there is the embodiment of the community. SACREs have done it locally and the REC has done it nationally as it spans all the interest groups. How can we get people from different backgrounds and constituencies to work effectively together? It depends on the will of all the groups to do so. The ways in which SACREs and REC work depends on the goodwill of the members of those bodies. To take advantage of the current opportunities we must make sure we work effectively together. He went on to speak from the REC perspective – it must become as effective an embodiment and representative of the RE community as possible. To this end the ‘think tank’ was established. It made a report to the REC in March suggesting how the REC could be better at what it does. Crucial is the need for a strategic plan for the next five year period. This is an opportunity for all members of the REC to contribute to setting the direction and making real the opportunity the current changes in education are providing. Without a national place, the community has to take responsibility for the subject, to advance the interest of the subject, for its teachers and young people. Final point: that to take advantage of the opportunity and remedy the threats we have to work together. Failing to do so will mean the threats will weaken us in ways that will undermine the profession and the subject for more than a decade to come.

### **Clare Dempsey (GCSE student)**

Sharon Artley introduced Clare Dempsey who spoke on a title of her choice – Why RE is important to society in Britain and beyond.

She started by showing us a video she had produced to illustrate what RE is like in her classroom and many others.

The nature of RE is one of questioning. There are lots of misconceptions about RE. We have to ensure that everyone understands the nature of RE and why it is important. She spoke with great enthusiasm about what she has learned in RE. She talked about starting in Y9 a philosophy and ethics GCSE. Teachers had said benefits are that pupils can develop personally and become fully rounded human beings. She gave an example – euthanasia. RE is the only place where I learned about this and all the complexities around it and was encouraged to develop a personal view about it. Without RE we might not ever have considered this important issue. Genetic engineering is covered in biology but only in RE is there time and encouragement to develop personal views on it. We have also learned about Islam which is so important for young people to understand. Without RE we

would have to rely on the media and develop misconceptions. Community cohesion - important that RE encourages people to understand what people's beliefs really mean to them and support the development of cohesion in Britain. Religion is here to stay so it is important to learn about it. Everyone has beliefs which arise from experiences etc. RE is a subject which enables students to develop faith and beliefs but also question their own faith positions, provides an opportunity to change the world in which we live. She sees herself as a future RE teacher.

**Young peoples Interfaith project:**

Marion (Blackpool) spoke about a project run via Blackpool SACRE. Yr 6 pupils had been involved in Holocaust Memorial Day. Firstly training was provided for teachers in order to ensure pupils were properly prepared. Westhill award funded training for 10 teachers.

**Aims**

Introduce subject content of the Holocaust

Challenge stereotypes perceptions and presumptions

Develop skills of critical evaluation of human behaviour, ability to review and justify.

**Context:**

Build stories of 6 people who experienced the Holocaust in some way

Ordinary people in extraordinary circumstances

Significant impact on lives of others

Made a choice to help others

She introduced the six characters who had been studied – some Jewish and some not. All had helped Jews during WW2.

Children were given photo and information to help them decide whether each of the people was a hero or not. Development of thinking skills – impact line – ie sequence information and evaluate. NO graphic images or reference to numbers.

8 out of the ten schools committed to HMD.

The project resulted in a DVD of the HMD presentation by the children from the collection of schools.

Impact – 10 schools committed to teach this material next year and take part in HMD. A school from another LA observed and learned and will develop with other schools in their own authority.

Westhill awards for the coming year will not be announced until after the selection meeting on 2<sup>nd</sup> June.

This page is intentionally left blank

## **Ofsted Inspection Review 2012**

### **Leadership and Management**

AREIAC welcomes the proposals for the effectiveness of the leadership and management judgement to include a consideration of the curriculum. To ensure that a broad and balanced curriculum is in the school we request that compliance with statutory regulations for religious education (RE) is reinstated in the Ofsted inspection report. We also request that this section includes responsibility for pupils' spiritual and moral development across the curriculum and as part of the ethos of the school.

### **Overall Effectiveness**

AREIAC welcomes the proposals for SMSC in the judgement on overall effectiveness of the school. It is therefore vital that Ofsted issue updated guidance for inspectors and schools on SMSC and train inspectors on the value and statutory nature of Collective Worship. AREIAC are available for consultation if new guidance is to be drafted. We request that compliance with statutory regulations for Collective Worship is reinstated in the report.

### **Behaviour and Safety**

AREIAC agrees that Behaviour and Safety should include pupils' behaviour and attitudes towards others including respect for others and the way pupils treat each other. We feel that this links with the Spiritual and Cultural aspects of the inspection which could be highlighted in the school self evaluation in areas such as Collective Worship, RE and PSHE.

This page is intentionally left blank



## **Ofsted Review and SMSC**

Ofsted launched a consultation on the revised school inspection framework and consultation ran from Monday 21 March until Friday 20 May.

As expected it is proposed that that school inspections will primarily focus on the quality of the education provided by the school, giving priority to the four areas of achievement of its pupils and their behaviour and safety, the quality of teaching and the quality of leadership and management of the school.

Reference is also made to the need to take account of the spiritual, moral, social and cultural development of pupils.

One area that the RE community has commented relates to the degree to which inspectors will check on compliance with statutory requirements.

Paragraph 31 under Leadership and Management states: "A broad, balanced and relevant curriculum is a key factor in raising attainment, improving behaviour and attendance and promoting personal development. In schools where the curriculum caters well for the individual needs, abilities and interests of the pupils, there are increased motivation and better outcomes. Ofsted propose to include the quality of the curriculum as an important consideration in judging leadership and management."

The section of the document which allowed for a response had a specific section on Leadership and Management. This gave the RE community an opportunity to urge Ofsted to include a clear focus on securing that schools comply with the statutory requirement to provide RE as part of a broad and balanced curriculum.

This page is intentionally left blank



# Why celebrate RE?

**CELEBRATING RE** Month  
March 2011

<http://www.celebratingre.org/>

across Bedfordshire  
and beyond....

# Why do pupils celebrate RE?



- It's different, it's interesting and it's fun
- It's about learning and succeeding
- It helps them to think and reflect about really important ideas and events





# Bedfordshire



# What did they do?



- Worship
- Biodegradable balloons released with prayers or special messages
- Pancake race
- Tree planting
- Earth hour

# Responses

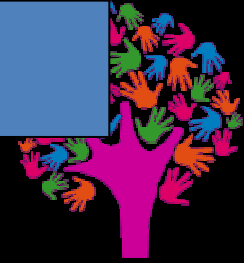


It brought tears to my eyes to see  
the school keeps RE and God  
at the centre of what it does. It was  
an amazing experience helping  
the children think about love,  
write their prayers and reflect  
on what they had learnt.  
Well done to the teachers.

*It really made my day to read it  
and to think that this tiny orange balloon  
had travelled over 200 miles  
I would Love to Know who wrote this poem  
and would like to say thank you for making my day.  
Lots and Lots of love to you all from Devon . XXX  
George ( from Tiverton)*



## Celebrating RE In Bedfordshire



We visited the Gurdwara  
in Bedford



We went to  
church to learn  
about  
creative prayer



We enjoyed  
our multicultural week

Our pancake race

African stories

We went to church  
on Ash Wednesday

We listened to a  
talk about  
Fair Trade



# 400 years of the King James Bible Celebrating with BRF



Week

Template for 8th Collaboration Week

	7:30 - 8:00 AM	8:00 - 10:00 AM	10:00 AM - 12:00 PM	12:00 - 1:00 PM	1:00 - 2:00 PM	2:00 - 2:45 PM	2:45 - 3:00 PM
Monday	9:00am Active Lx Morning Tice	B			L EIGHT TOPIC WORK Continued classes from 1st week about one in the week, but also know what are we going to find out?	R	3:00pm Active Planning
Tuesday	9:00am Letter Email Chair Morning Tice	R			W EIGHT TOPIC WORK	R	
Wednesday	9:45am Topic Education Social Writing in the Process	E			N EIGHT TOPIC WORK	E	
Thursday	9:00am Workshop Morning Tice	E 9:00am Acceptance (Class)	A 10:00am Topic 1 (Class)	B 10:00am Topic 2 (Class)	C 11:00am Topic 3 (Class)	D 1:00pm Topic 4 (Class)	3:00pm Topic Planning
Friday		10:00am CP	10:00am CP	10:00am CP	10:00am CP	10:00am CP	10:00am CP

www.colab.org/teachers/8th/8th-collab-week-2015

8th Grade  
Collaboration  
Planning  
Assembly

[illegible]

talked to Year 5



Mrs Chipperton  
spoke about





# Why do pupils celebrate RE?



Our group decided..

I hurt and killed an animal  
and regretted it



- It helps them to communicate and express their ideas in all sort of ways
- It gives them a chance to share opinions, change opinions and challenge each other's opinions
- It encourages them to become active and responsible young people





# St. Albans Abbey







So many ideas...





# Teachers commented:

The day went very quickly and the children talked animatedly about their experiences all the way back to school.

We are already thinking how we might include some of the ideas in our curriculum review!

Thank you all for organising such a stimulating event  
- far from being a Cinderella-subject,  
we learned how challenging good RE can be.

# Why do teachers celebrate RE?



It was a great day,  
our children enjoyed it a lot

Teachers  
Celebrating RE  
at St. Albans Abbey



- It enables the development of the whole child – and teachers believe in that
- RE brings depth and breadth into the curriculum – difficult concepts and a wide range of issues
- Pupils like RE and get increasingly good results



# Why do teachers celebrate RE?

- It provides excellent links across the curriculum to enable learning
- It is an essential part of young people's educational experience



- RE develops understanding of beliefs, religions and cultures
- It provides direct links with families and faith communities





# Why do communities celebrate RE?





# Why do communities celebrate RE?



Celebrating RE  
at the Al-Khoei Centre  
Brent



- It encourages informed understanding of socio-political issues
- It helps develop social and moral awareness







Celebrating RE  
at the  
House of Commons



# What's worth fighting for in RE?

## Celebrating RE Symposium March 19th



Conway Hall  
London





# Why Celebrate RE? 24<sup>th</sup> March

Keynote speaker  
Clare Short



We watched  
the fire litany



The Zoroastrian Centre  
Harrow

Our school won a visit  
to St. Albans Abbey!



# Whose RE is it anyway? NASACRE Conference



Keynote speaker  
Professor Andrew Wright

Conference: March 31st

- explored the tensions and controversies within and between RE stakeholders with a particular focus on quality RE for pupils in schools;
- provided stimuli to thinking and discussions amongst RE stakeholders about why we should be bothered about it and what pupils should get out of it;
- provided an opportunity for stakeholders to voice, and share their different perspectives and listen to the different interests within the RE community.



Dear Colleague

## **Religious Education and the proposed English Baccalaureate**

Central Bedfordshire is proud of the high quality provision for Religious Education which is found in its schools. One of the success stories in recent years has been the dramatic rise in popularity and take-up of GCSE exam courses in Religious Education/Religious Studies. Students find the courses stimulating, challenging and relevant. Levels of motivation are high, and so are the levels of attainment. For these reasons, the new Agreed Syllabus in RE (to be launched on November 2<sup>nd</sup> 2011) has chosen to base its provision for key stage 4 entirely on all students following an accredited external examination course. Whether students are entered for the exam itself at the end of the course is at the school's discretion, but their key stage 4 entitlement in RE is clear and unambiguous.

At a recent meeting of SACRE a number of concerns were raised about plans being discussed in some schools to set aside the legal requirements of the Agreed Syllabus for Religious Education at Key Stage 2, 3 and 4 in order to address other concerns such as general timetable pressures as well as the specific desire to ensure that students are able to meet the requirements of the English Baccalaureate.

SACRE wishes to draw governors' attention to the fact that every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school except for those withdrawn by their parents.

Governors should be aware that the complaints procedure in relation to statutory duties set out in section 3, page 12 and paragraph 14 of the Guide to the Law for School Governors 2010 applies.

14. A complaint may be made to the Secretary of State for Children, Schools and Families if a person believes that a governing body or LA is acting "unreasonably", or is failing to carry out its statutory duties properly (see Sections 496 and 497 of the Education Act 1996). However, intervention can only occur if the governing body or the LA has failed to carry out a legal duty or has acted unreasonably in the performance of a duty.

Central Bedfordshire SACRE fully appreciates the potential dilemmas faced by headteachers in seeking to respond constructively to the demands which will be placed on their schools by the introduction of the EBacc. SACRE recognises that there may well be a temptation to find time for the required Humanities subjects by cutting the time for RE, and perhaps by deploying experienced teachers with a wealth of expertise in RE in other subject areas. Such a strategy may adversely affect the provisions of the Agreed Syllabus and thereby deny pupils their legal entitlement and could marginalise and downgrade Religious Education at a time when being religiously literate and aware is an essential skill for citizens today and in the future.

On behalf of Central Bedfordshire SACRE, I remind you that RE remains a statutory subject for all schools and that your curriculum planning should make appropriate provision for all students to receive their statutory entitlement in the subject. SACRE's Chair, Jane Chipperton is available to provide advice if contacted ([readviser@stalbans.anglican.org](mailto:readviser@stalbans.anglican.org)).

Please accept our best wishes and continuing good will as we work together with you and your school to provide the highest quality of educational experience for our young people.

Yours sincerely

## **Curriculum Time for RE**

### **Recommendations from the new Agreed Syllabus for RE**

In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the law and DCSF and QCDA guidance: a minimum 5% of curriculum time is required for teaching RE. In 2010 QCDA advised schools about time for each area of learning. This advice gave a starting point of 60 minutes per week for Key Stage 1 RE and 75 minutes per week for key stage 2 RE, and offered numerous examples of timetabling in which RE is allocated 60 -75 minutes per week (QCDA, 2010). These recommendations are further supported in 'Designing the Curriculum' (Specialist Schools and Academies Trust, 2008).

#### **Notes**

- RE is a core subject of the curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.
- Curriculum time for Religious Education is distinct from the time schools may spend on collective worship or school assembly. The times given above are for Religious Education.
- Flexible delivery of RE is often good practice: an RE themed day or week of study can compliment the regular weekly programme of lessons.
- RE should be taught in clearly identifiable time. There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. But the times given above are explicitly for the clearly identifiable teaching of Religious Education.
- Any school in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the standards set out in this syllabus.
- Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in this Agreed Syllabus to provide coherence and progression in learning.

This means in practice that schools are expected to allocate:

- Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week).
- Key Stage 2: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 3: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 4: 5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for five terms).
- 16-19: Allocation of time for RE for all should be clearly identifiable.

**This means that RE can be delivered in approximately an hour a week.**

### **Flexible delivery and high standards in RE:**

Religious education must be planned for high standards. There are different ways that schools can do this. All pupils, 4-19, in Bedford Borough, Central Bedfordshire and Luton are entitled to good learning in RE, so schools must plan sufficient time for the subject to be well taught.

Subject leaders for RE, senior staff, head teachers and governors will all take an interest in ensuring provision enables the best possible standards. This might be done in various ways:

- Many schools use **one or two weekly lessons of RE** as the standard way of running the curriculum plan. The advantages of this are that pupils get used to the RE lesson, the progress they make can be steady and continuous and teachers 'know where they are'. The main disadvantage is that pupils' weekly experience of RE can be too spread out for the deeper learning that the subject requires to flourish.
- Some schools use a **themed curriculum approach to RE**. A series of lessons in the humanities are themed for RE, e.g. for half a term, and pupils spend five hours a week or more doing RE and relating study to history or geography. In the next half term, the focus may be more on one of the other subjects. The main advantages of this are that pupils get a deeper and more continuous experience of RE. A disadvantage is that some schools use arbitrary themes or fail to plan RE into the programme at sufficient depth. Specialist teachers involvement in planning is crucial.
- Some schools use an **'RE Week' or an 'RE Day'** to focus learning, then follow up the 'big experience' with linked lessons over several weeks. Such 'big events' planning is demanding of teachers, but can for example help the whole school to focus and develop the subject. A day is about 5 hours, so is not, of course, a substitute for a term's work! Effective work on a week about respect for all religions, or a 'Creation Week', or a week on Spring Celebrations in different faiths is possible, as are many other themes. The key to success is clarity about the RE learning that is planned. A guide to this kind of opportunity, with some practical ideas and outlines, is included on the Agreed Syllabus Disc.

This page is intentionally left blank